

Assembly Bill 7 – Committee on Education (On Behalf of the Department)

Assembly Bill 7 makes necessary changes to NRS in order to comply with the federal Every Student Succeeds Act and the State Plan developed in response to the new federal law.

November 15, 2016 Pre-Filed Bill with concepts for Post-Secondary Ready

- Clean-up
 - Revise reference to new federal law and terminology (e.g., No Child Left Behind replaced by Every Student Succeeds Act, “Limited English Proficient” to “English Learner,” and “annual measurable objective” to school achievement targets”)
- “Post-Secondary Ready” High School Pathways/Diplomas
 - Purpose: Establish standards for graduation that align with post-secondary readiness.
 - Post-secondary readiness is defined as:
 - Enrollment in credit bearing coursework in college without remediation; and/or
 - Completing (or on track for completion) a pathway that culminates in an industry recognized credential that earns a livable wage.
 - Effective changes in statute would (require through regulation):
 - Direct the State Board of Education to establish multiple diplomas that reflect pathways that align to post-secondary readiness. At a minimum include:
 - Standard;
 - College;
 - Career; and
 - College and Career.
 - Require the State Board of Education to establish the standards for each Diploma type so that a student earning a diploma conveys readiness to successfully engage in post-secondary activity.
 - Require the Department, with the cooperation of the State Board of Education, to study the requirements of the Standard Diploma and report recommendations in the interim to ensure the Standard Diploma prepares students for full civic engagement.
 - Allow the State Board of Education to select more than one College and Career Readiness Assessment (ESSA implications)
 - Allow for a career readiness assessment or certification to supplement the College and Career Readiness assessment adopted by the State Board of Education.
 - An emphasis on Career Readiness

- Direct the State Board of Education to conduct, at least annually, a review of labor market data and industry trends to curate a list of approved credentials, pathways, or other industry priorities for K-12.
 - (Office of Workforce Innovations is prepared and positioned to provide this support to the State Board of Education)
 - Annually publish a list of quality CTE pathways and industry recognized credentials
 - Continue emphasis on articulation agreements and the expansion of programs that seamlessly integrate K12 with NSHE.
 - Require statewide communications campaign to raise the prominence of approved diplomas across the state. Audiences include, but are not limited to,
 - Students
 - Parents
 - Districts
 - Communities
- Teachers/Evaluation (NEPF)
 - “Highly Qualified” changed to “effective or highly effective”
 - Schools required to submit additional information regarding teachers in the annual accountability report
 - Number of licensed personnel employed at the school
 - Disaggregate reporting of percentage of core academic classes not taught by an effective/highly effective teacher by percentage of pupils who are economically disadvantaged, from racial/minority groups, have a disability, are English learners, and are migratory children.
 - Assessments to determine pupil achievement for NEPF
 - State Board establishes criteria for assessment rather than prescribe assessment.
 - School districts select one or more assessments that meet the criteria
 - After each observation, probationary teacher receive notice that he/she may request another observation by a different administrator.
 - Requires the SPCSA to prescribe by regulation the process for evaluating teachers and the qualifications for employment as a paraprofessional
 - Requires the State Board to prescribe requirements for a person to work as a paraprofessional at a Title I school within a school district.
 - Revises provision allowing a district to employ a teacher in a particular subject area in which the teacher is not endorsed if there is a shortage in that subject area. Revises to only allow that teacher to teach for 1 year rather than 2 years in that subject area.
- Plans/Reporting
 - State Board and District single report of accountability to include certain personnel information (effectiveness ratings and by certain subgroups)

- Move required components of School Performance Plan to NAC rather than NRS in order to be more responsive to changes. (This is a recommendation from Leg Com on Education)
 - State Board of Education prescribes content by regulation
 - Department prescribes date in which the schools submit the plans. (Currently January 31st when the school year is half over)